

# MODULE 5: EFFECTIVE CLASSROOM PRACTICE: ACADEMIC SUCCESS AND TASK DIFFICULTY

**Session 4:** Classroom MBI  
Team Training  
Presented by the MBI  
Consultants  
No Wi-Fi needed



# EFFECTIVE CLASSROOM PRACTICES: THE “GREAT EIGHT”

Expectations and rules

Procedures and routines

Continuum of strategies to acknowledge appropriate behaviors

Continuum of strategies to respond to inappropriate behavior

Active supervision

Multiple opportunities to respond

Activity sequence and offering choice

**Academic success and task difficulty**

# LEARNING GOALS

## Importance of Academic Success and Task Difficulty

# WHAT IS MODIFYING TASK DIFFICULTY?

Modifying instruction or providing accommodations to ensure the student experiences higher levels of academic success.

(Kern & Clemens)

# WHY CONSIDER MODIFYING TASK DIFFICULTY?

**Increases and promotes...**

Increases on-task behavior

Task completion

Task comprehension

Appropriate class-wide behavior

(Gickling & Armstrong, ; Kern & Clemens)

# PROPER INSTRUCTIONAL LEVEL

Seatwork assignments that  
contain **70% - 85% known** elements

Reading assignments that  
contain **93% - 97% known** elements

(Gickling & Armstrong, ; Umbreit, Lane, & Dejud, )

# Strategies for Modifying Task Difficulty

- ▶ Change Amount of Work
- ▶ Change Amount of Time
- ▶ Change Student Output
- ▶ Reduce Reading/Writing Demand
- ▶ Peer Support
- ▶ Scaffolding

# Change Amount of Work

Put fewer problems on a worksheet

Highlight, in a color, the problems for the student to complete

Have the student cover all tasks except the one she is working on at the time

Break up assignment into smaller parts



# CHANGE AMOUNT OF TIME

Have shorter work periods with other assignments in between

Provide physical breaks between difficult tasks

Provide alternative times for students to complete their work

# CHANGE STUDENT OUTPUT

Provide students with a choice between oral or written answers

Allow students to dictate answers to a peer, teacher, or paraprofessional or tape record answers to tests or assignments

Allow students to video or take pictures to produce journals or compose essays

# REDUCE READING/WRITING DEMAND

Include illustrations on worksheets describing how to complete tasks

Highlight and underline important words in instructions and texts

Create guided notes that highlight key points

Permit students to use outlining software to facilitate planning

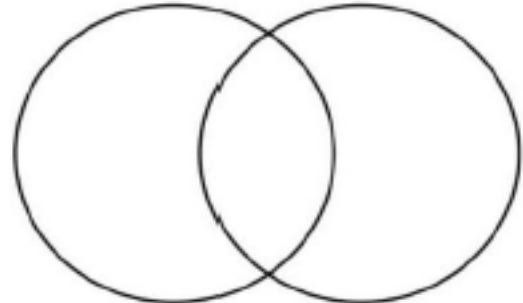
Massachusetts  
Guided Notes

Name: \_\_\_\_\_

Bell Ringer:

\_\_\_\_\_

\_\_\_\_\_



Essential Question: \_\_\_\_\_

\_\_\_\_\_

1. In your own words, describe the why the Pilgrims wanted to separate from the Church of England?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Why did the Pilgrims not land in their original planned location in Virginia?

\_\_\_\_\_

\_\_\_\_\_

# PEER SUPPORT

The academic tasks involved should be well-structured and the responses required should be simple rather than complex

Different students should be involved in the tutoring so that the student with problems is not always the one being tutored

Establish and teach the procedures for peer tutoring sessions

(Miller)

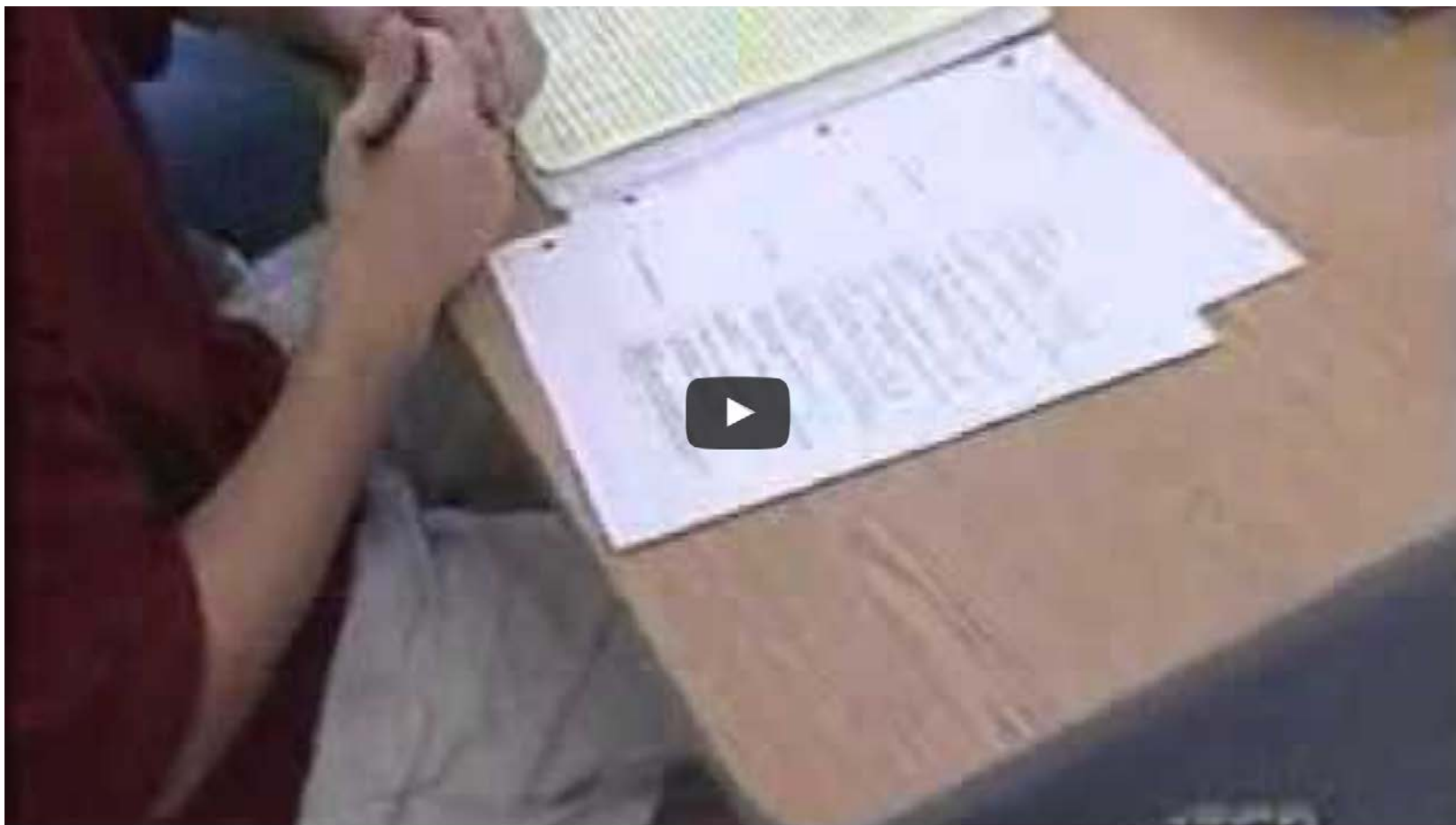
# SCAFFOLDING

## What is scaffolding?

Personal guidance, assistance, and support that a teacher, peer, materials, or task provides a learner until he or she can apply new skills and strategies independently

(Simmons & Kameenui, 1996)

# VIDEO: SCAFFOLDING



# ADDRESSING TASK DIFFICULTY IN YOUR CLASSROOM

List several of the activities students complete in your classroom....	Identify ways you could address task difficulty in your classroom: Change Amount of Work; Change Amount of Time Change Student Output; Reduce Reading/Writing Demand Peer Support: Scaffolding
1.	
2.	
3.	
4.	

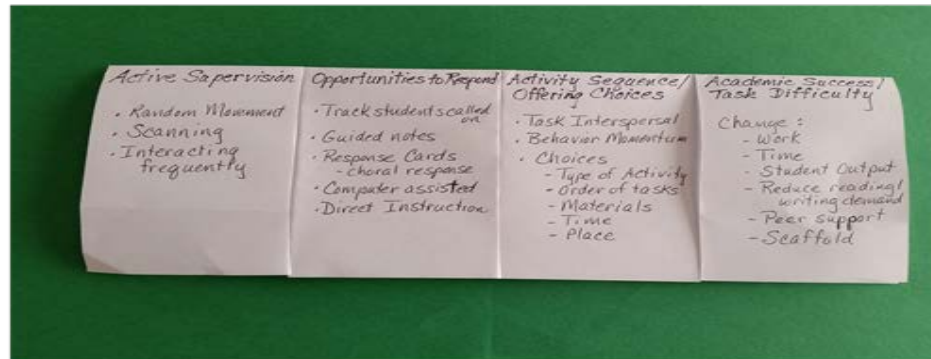
# NOTE TAKING ACTIVITY

Add 3-4 essential ideas on  
Academic Success / Task Difficulty  
to your folded notebook

Be ready to share with the large  
group



# NOTE TAKING ACTIVITY



# MOVEMENT